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ABSTRACT

This publication contains excerpts from published works on the teaching of undergraduate sociology by sociologists known for their contribution to scholarship. In addition to bringing these writings to a broader audience, the series is a reminder that the creation of sociological knowledge and its transmission have been joint concerns of many well-known sociologists. Readers are encouraged to consult the orginal sources--journal articles and books--which are cited. Topics discussed include problems in teaching sociology, formalism and class size, lecturing, the academic side of college life, the psychology of social consciousness implied in instruction, and teaching methods. (Author/RM)

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SOCIOLOGISTS ON THE TEACHING OF SOCIOLOGY

A PROJECT OF THE AMERICAN SOCIOLOGICAL ASSOCIATION

SO 013 313

ON TEACHING UNDERGRADUATE SOCIOLOGY

a project of the american sociological association

SOCIOLOGISTS

ON THE

TEACHING OF SOCIOLOGY

EMORY S. BOGARDUS
CHARLES HORTON COOLEY
EVERETT C. HUGHES
MIRRA KOMAROVSKY
GEORGE HERBERT MEAD
C. WRIGHT MILLS
ROBERT E. PARK
ALBION W. SMALL
WILLIAM GRAHAM SUMNER
WILLARD W. WALLER

Excerpts from published work on the teaching of sociology by sociologists known for their contribution to scholarship. In addition to bringing these writings to a broader audience, the series is a reminder that the creation of sociological knowledge and its transmission have been joint concerns of many well-known sociologists.

The ten memoranda in this edition are brief (2 to 4 pp. each), and contain excerpts from several sources. The full significance of the ideas presented sometimes depends on the larger contexts from which the excerpts are drawn and readers are encouraged to consult the original sources which are cited.

These memoranda were prepared by: Charles A. Goldsmid, Richard L. Dukes, Donald W. Hinrichs, C. Lincoln Johnson, and Howard L. Sacks.

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THE ASA PROJECTS ON TEACHING UNDERGRADUATE SOCIOLOGY

The ASA Projects on Teaching are developing resources to assist sociologists in their teaching role. More than 150 sociologists from four year, two year and university departments work on aspect of (a) curriculum, (b) teacher development--for faculty and graduate students, and (c) institutional contexts in which teaching is carried out. In existence since the Fall of 1974, ASA Projects on Teaching have sponsored teaching workshops, worked cooperatively with state and regional sociological and social science associations (assisting on meeting programs and providing speakers and panelists) and been represented at the annual ASA meeting. A network of resource specialists in teaching is being developed to assist departments and other units of the profession requesting services. Through its "teaching resources center" the Projects make available to interested sociologists materials on teaching-many of whick were prepared by units of the Projects. The Projects on Teaching are official projects of the American Sociological Association and are assisted by grants from the Fund for the Improvement of Post-secondary Education (HEW) and the Littly Endowment, Inc. (Indianapolis). The ASA Projects issues a periodic Teaching Newsletter published at the ASA Executive Office, Washington, D.C. Subscriptions to the Teaching Newsletter are $1.00 to members of the ASA Section on Undergraduate Education and $4.00 to all others; checks payable to "The ASA Projects on Teaching" can be mailed to: ASA Projects Teaching Newsletter, 1722 N Street, N.W., Washington, D.C. 20036.
The Projects has its roots in efforts of the ASA Section on Undergraduate Education. The Director of the ASA Projects is Dr. Hans O. Mauksch.

Sociologists interested in learning more about the ASA Projects and its resources and work are invited to write to:

Dr. Hans O. Mauksch
ASA Projects on Teaching Undergraduate Sociology
Section of Behavioral Sciences
TD3-W Medical Center
University of Missouri
Columbia, Missouri 65201

Sociologists interested in preparing a memorandum for this series on "Sociologists on the Teaching of Sociology" are invited to write to Dr. Charles A. Goldsmid, ASA Sociology Teaching Project, Carnegie Library, Oberlin College, Oberlin, OHIO 44074.

ON TEACHING UNDERGRADUATE SOCIOLOGY
a project of the american sociological association

EMORY S. BOGARDUS ON THE TEACHING OF SOCIOLOGY

"Problems in Teaching Sociology," Journal of Applied Sociology, 6 (December, 1921), pp. 19-24.

In this article, Bogardus notes the increasing importance of the teaching of sociology "because of the rapidly increasing interest that has been engendered in social questions on the part of the common people" following the First World War. He discusses three ways in which the "dissemination, or teaching of sociological thought as the means of securing an improvement of social conditions is being hindered," including (1) the youth of the discipline including its lack of internal agreement, (2) opposition to sociology from both the political left and right. But the "third obstacle in the way of disseminating sociological thought /and the one to which he devotes the most space/ is a lack of technique for teaching sociology." Bogardus outlines nine teaching problems, including:

"(3) The main objectives in teaching sociology are in need of being carefully defined. The teacher should answer for himself the following questions: why is this particular course being taught? and what are the particular objects to be accomplished by it? (p. 22)... (8) The part that sociological trips or excursions may play in the teaching of sociological data is doubtless great, yet not well understood. In a short sociological excursion, properly conducted, pupils may perceive the meaning of certain sociological truths that hours of classroom instructions would not make clear. (9) The teacher of sociology needs to be versatile in getting his pupils to make first-hand social studies. The laboratory of the student of sociology is about him all the time, and to the extent that he makes use of it, his knowledge of sociology will increase." (pp. 22-23)

"Teaching Problems of Young Sociologists," Sociology and Social Research, 38 (January-February, 1954), pp. 174-182.
"Obtaining a Position in Sociology," Sociology and Social Research, 38 (September-October, 1953), pp. 38-45.

"When President Samuel A. Stouffer of the American Sociological Society asked the former president of the Society to give some counsel to young Ph.D.'s in sociology, the present writer was moved to write to thirty 'young Ph.D.'s' regarding what problems they would welcome counsel on, if any. All replied." The two articles cited above are Bogardus' response to the problem posed by the thirty sociologists. The second cited article is one of the very few published efforts in this area.

In "Teaching Problems of the Young Sociologist," Bogardus gives his own answers

Compiled by Dr. Charles A. Goldsmid, Research Associate, Department of Sociology & Anthropology, Oberlin College, Oberlin, OH 44074 & the ASA Projects on Teaching Undergraduate Sociology.

OVER

to twenty questions raised by respondents to the informal survey. Among the questions he responds to are: What is effective teaching in sociology? How can I improve my teaching technique? How can I make meaningful what I teach? How far shall I slant my sociology courses toward the needs of my students? What is the best way to choose textbooks...? How far shall I use my sociology knowledge in counseling students? How shall I divide my time between teaching and research? What aims should one have in teaching the introductory course in sociology?

In regard to effective teaching in sociology, Bogardus observed that, as of the time he wrote, "no research studies of great importance are as yet available for discussing this important question." He does propose the following attributes: "(a) ...making human relations and social processes meaningful to students. By meaningful is meant any method that connects sociological data with the students' experiences as members of social groups. It refers to ways of helping the student to understand his own roles in group relations and to obtain an enlarged grasp of the nature of societary life.... It involves the original meaning of education (educere), which is that of 'drawing out' the student, of helping him to develop his own thought processes, and of becoming a thinker in his own right, perhaps a creator of new ideas. (b) ...secures active expression in some way of every student in the class with some degree of regularity.... (c) ...the instructor begins in his class work at or near the levels of sociological development where the students are living and thinking, and then proceeds along new paths of thinking about human relations. It means that the instructor has obtained a fairly correct idea of his students' development in social thinking...." (pp. 174-175)

In discussing audio-visual aids, Bogardus reminds the young teacher that "they are to be treated as aids 'and not as substitutes for teaching." They can be of real assistance in teaching if their role is clearly understood. Audio-visual aids do not in themselves develop or change the attitudes of students. It is the meanings that students give or 'read into' them that are important." (p. 177)

In discussing "talking over students' heads," Bogardus observes that "the average young sociologist who has completed one or two years of advanced study in association with other students who are daily discussing advanced sociological theories is unintentionally likely to talk over the heads of beginning students in sociology." (pp. 175-176)

Sociology, 4th ed. New York: The Macmillan Company, 1954.

"The laboratory of the sociology student is all about him. He is an active part of it all the time. In fact he is both a participant and an onlooker, a participant in certain groups and an onlooker in others. Moreover, he changes his participation from group to group in the course of a day. His laboratory is both exciting and stimulating. He exerts an influence in it, and it in turn influences him in a variety of ways.

Although these social groups are not new to the student, he has taken them for granted. He has rarely analyzed how they influence their members and how the members may make over their groups' aims and values. He has rarely asked himself, what role am I playing in each of my groups? or what roles am I expected to play? or how far do I measure up to these expected roles?

The student has rarely looked for the uniform ways in which each group tends to feel, think, and act. The deeper he examines these uniformities, or social processes as they are sometimes called, the more clearly he sees how his own personality is in part a result of them and how he may play at least a slight role in their functioning." (p. 3)

"Behavior Patterns of College Teachers," Sociology and Social Research, 30 (1945), pp. 484-490.

Bogardus discusses "desirable and undesirable" traits of college teachers. These were culled from reports he solicited over a fifteen year period "from graduate students and alumni concerning their reactions to college teachers whom they have had in their various courses" in all disciplines at the undergraduate level. Representative sampling was not employed. Included in Bogardus' discussion, is the following point:

"The more thoughtful college students wish to arrive at conclusions for themselves and not to be told what to believe and what not to believe. They want facts and they want these explained in their fullest meanings; then they want to think through the facts and their meanings and arrive at personal conclusions. Teachers misconceive their major function if graduate students can be believed. They often give both information and conclusions. They are prone to do their students' thinking for them. Unintentionally they develop closed minds. Such teachers lecture to their students and then lecture their students, but the enterprising student wants to learn how to think for himself, how to develop his own thinking processes, and how to arrive at valid conclusions." (p. 490)

BOGARDUS AS A TEACHER

Draft versions of this flyer were sent to some of Bogardus' former students for comment. In addition to making suggestions on the excerpts from Bogardus' writings on the teaching of sociology, two of the respondents included comments on Bogardus as a teacher; they are here reproduced with permission:

> "It is a real privilege to comment on the flyer in preparation describing the teachings of Emory S. Bogardus. It is probably not possible to describe the intensely personal relationship that Bogardus had with his students. It had to be experienced. As the 90th of 'his' Ph.D.'s, I received frequent postcards, letters, and invitations to his home. I am sure that all of the 89 who preceded me received the same. When it was my privilege to arrange a 90th birthday party for Dr. Bogardus, over 400 former students of his were able to attend--which would not be particularly remarkable had it not been more than 30 years since he had taught an undergraduate course in sociology, and 25 since he had taught a graduate course. During the next several months, I received dozens of letters from persons who were unhappy because they had not been contacted about the birthday party." (Thomas E. Lasswell, University of Southern California)

> "One of the techniques that Bogardus employed as a teacher was to have students write out answers each day to questions for the next lecture topic. He then spent about fifteen to twenty minutes during the first part of the lecture discussing the answers to selected questions. This meant that every student had to have the prepared material before him/her and all were thus ready to hear a lecture that most students knew something about rather than lecturing on cold new material. Bogardus was a great teacher because he was more interested in WHY than in WHAT. An attempt to teach by understanding rather than the memorizing of definitions and facts. Just as an aside he would know the names of every student in a class of over 200 within four or five sessions--it took considerable effort to make the association that prompted a ready recall for the face and name of each student in a large class, but students rewarded him with an intense interest in the material being discussed by a Professor who knew by name all his 'charges."

OVER

"Bogardus is well known for his studies on social distance, but as a teacher he used humor most effectively to lessen 'social distance' between teacher and student." (Edward C. McDonagh, Ohio State University)

BIOGRAPHY

Emory S. Bogardus (1882-1973). Major contributor to numerous subfields of general sociology and social psychology including race relations, attitudes, leadership, and research methods; developer of the Bogardus scale; founder (1916) and editor (for 45 years) of Sociology and Social Research; one of the most prolific writers of sociology; 21st President of the ASA (1931).

Author of several hundred articles and notes and more than a dozen books--many of them widely used texts which went into multiple editions--including: Sociology, Fundamentals of Social Psychology, Leaders and Leadership, The Development of Social Thought, and Contemporary Sociology. 59 years separated the publication of Bogardus' first and last books.

Bogardus took his Doctorate at the University of Chicago (1911) where he studied under or was influenced by Small, Henderson, Vincent, Thomas, Mead and Park. After Chicago, Bogardus went to the University of Southern California where he was Assistant Professor of Sociology within the Department of Economics. Two years later he was appointed as Associate Professor and in 1915 organized the USC Department of Sociology, and was appointed as department head and full professor. He chaired the USC department for 31 years (and also served for periods as the Dean of the School of Social Work--which he organized--and Dean of the Graduate School).

Bogardus founded and was first president of Alph Kappa Delta--the Sociology Honor Society; he was instrumental in the founding of the Pacific Sociological Society and served as its first president (1929-1931).

Of the development of the Bogardus scale, Robert E. L. Faris writes: "From Simmel, under whom he had studied, Park acquired the concept of social distance. This notion appeared to have promise in the research on race and ethnic relations, and he suggested to Emory Bogardus that the latter devise a social-distance scale as a statistical basis for life-history materials in this field. The result was the well-known Bogardus scale, which introduced a principle elaborated in the Cornell scaling methods developed much later by Louis Guttman and others." (Chicago Sociology 1920-1932, Chicago: University of Chicago Press, 1967, p. 108)

In a statement prepared for Howard Odum's American Sociology (N.Y.: Longmans, Green & Co., 1951), Bogardus described his activities as falling into teaching, editorial, research and administrative categories, noting that "My efforts have been given, first, to teaching, in order to earn a living, in order to have stimulating contacts with young people with their inquiring minds, in order to keep in touch with youth and their dynamic outlook on life." (p. 159-160)

ON TEACHING UNDERGRADUATE SOCIOLOGY
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CHARLES HORTON COOLEY

ON THE TEACHING OF SOCIOLOGY

In 1927, Cooley published Life and the Student, a collection of reflections and observations, which he hoped would be of value to students in their intellectual life. Following are some excerpts from the section of that book dealing with matters Cooley labeled "academic."

The Art in Teaching

"Teaching is an art, and ought to be practiced in joy. It is joyous if one can find himself in it, can teach with freedom, with love of the matter, in a friendly spirit and without strain. The situation of a professor fosters self-consciousness, sometimes, no doubt, to the point of ridiculous egotism....the men who win large classes usually have a knack of dramatizing themselves and their subject. The student may laugh a little and say, 'X thinks a lot of himself,' but he elects the course because it makes knowledge human.... The teacher is also a dramatist, who must conceive his subject freshly for each performance, and he will hardly do this unless he himself sees something in it he never saw before. Perfunctoriness is the death of any art." (pp. 167-168)

On Formalism and Class Size

"Formalism prevails because it is the line of least resistance, easy for the teacher, easy for the student. How comfortable for both to deal only with patterns and systems which all can learn and be answerable for at examinations! Live truth is a most troublesome thing in a classroom. Human teaching calls for an expense of spirit on each individual possible only when there are few of them. The teacher is the dividend the students the divisor, and when they are many the quotient is routine." (p. 170)

On Lecturing

"A lecture...is an adventure; it is like being thrown overboard, a sink-or-swim matter. Without a bold spirit there is no holding an audience, though you spoke like Solomon.... One must himself be aroused a little, must go beyond his outline and say what he never thought of saying....it is spontaneity and conviction that holds students...nothing more pitiable than one trying to interest a roomful of students in something he doesn't care for himself... The reason that a speaker who reads his discourse is apt to be ineffectual is that he does not easily put himself into it. Not having to think his ideas his mind wanders from them...." (p. 174)

Compiled by: Prof. Richard L. Dukes, Department of Sociology, University of Colorado, Colorado Springs, CO 80907.

OVER

Cooley as a Teacher

Read Bain, a graduate student of Cooley's at Michigan, has observed that "No man ever disapproved more strongly than Cooley that insidious teacher-student relationship which may be called 'prophet and parrot.' He fostered independence and self-reliance...he valued honest disagreement from students. He knew that the organic growth of scholarship, like all cultural growths, depends on variants.... Cooley was a creative listener. His brief remarks upon another's ideas were the epitome of the art of teaching. He was a great teacher because he talked so little. 'Ye are not hear for your much speaking.'" (Read Bain, Social Forces 9, 1930:160-161)

Several students of Cooley's remark on his concern that student work emerge out of their interests and experience meshed with sociological principles. Wood notes that in Cooley's beginning sociology course "he wanted students to analyze their own experience in sociological terms. For graduate theses he preferred the selection of subjects that had to do with small institutions, or with limited situations that could be analytically and descriptively treated in accord with sociological principles. He eagerly looked for what was fresh and spontaneous, for something that came out of the student's own contact with social reality." Angell notes that Cooley encouraged students to write autobiographies. Cooley stressed the importance of ideas and student reflection. "He did not regard copious notations and references as a satisfactory alibi for thought. His counsel was to 'read less and think more.'"

Wood notes that Cooley could be "caustic and severe" in his criticisms of graduate students, but that "if he thought that a man had an inkling of an idea that deserved treatment, he would show infinite patience in helping such a student get his work into shape." (Quoted material from Arthur Evans Wood, American Journal of Sociology 15 (1930):712ff)

Hamilton notes that in Cooley's seminars, "his talk was all about assumptions, points of view, concepts and ideas..." and that he was concerned with "questions over answers" and with the "start over the march of an argument." (Cf Hamilton's appreciation of Cooley in Social Forces 8 (1930) and his article in the Encyclopedia of the Social Sciences (1954).)

BIOGRAPHY

Charles Horton Cooley (1864-1929) Pioneer in the development of social psychology. Helped in the formation of the American Sociological Society in 1905, and President of the ASS in 1918. Except for a brief period of study and travel in Europe, and a job in Washington, D.C. with the U.S. Bureau of the Census, Cooley spent his career at the University of Michigan from which he received his B.A. (in engineering) and Ph.D. (in economics, with minors in sociology and in statistics). He taught at Michigan from 1892 to his death. Author of Personal Competition (1899), Human Nature and the Social Order (1902, rev ed., 1922), Social Organization (1909), Social Process (1918), and Life and the Student (1927) which Cooley hoped would be of value to students in their intellectual lives. He wrote 25 articles, half of which are reprinted in Sociological Theory and Social Research (1930) edited by Robert Cooley Angell. Howard Odum wrote in 1950 that "Cooley's work has been more nearly accepted by a larger number of sociologists than perhaps any other...it seems clear that perhaps no other sociologist has been and still is quoted with such generous commendation as Cooley" (American Sociology, pp. 109-111). For further information on Cooley, cf sources cited in this memo and E.C. Jandy's Charles Horton Cooley: His Life and His Social Theory (1948), and the entry under "Charles Horton Cooley" in the International Encyclopedia of the Social Sciences (1968), by Robert Cooley Angell.

ON TEACHING UNDERGRADUATE SOCIOLOGY
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EVERETT C. HUGHES ON THE TEACHING OF SOCIOLOGY

"Teaching as Fieldwork," The American Sociologist, 5, 1 (February, 1970), pp. 13-18.

Hughes reflects on his career in teaching. For him, teaching is fieldwork and involves "reciprocal learning." At the same time he taught, Hughes tells us, he learned from his students--about their lives and social and cultural milieux, about his own background and about a sociological view of the social world.

Hughes develops his theme of teaching as fieldwork by describing how he worked with students and the occupational world around them. Often they focused on their own or their families' experiences--diverse and seemingly idiosyncratic. But for Hughes the task was clear: "Between them, students and teacher--some coming by the low road, some by the high--can bring into view a wide range of observations and thus find both the likenesses and distinctions required for full understanding of human activities." (p. 15)

For Hughes, a major goal of education is human emancipation, a task in which sociology can play a special role. Reflecting back on his teaching at McGill, he says: "To students in search of emancipation the sociology teacher was the person who could listen to their stories...as one who would see their particular case in some broader perspective; their particular plight thus became part of the comédie humaine--and they themselves became part of a larger world." (p. 14)

"Every student comes from some queer corner of American society, or Canadian, or some other. Each adds either a new dimension or a new case that has to be fitted into one's frame of reference--or perhaps requires a change in the frame to make place for the new information. Thus the teacher gets new data and new ideas from the students, and the students are getting something. If a student is moved by what he hears in class from the teacher or from other students, or by what he reads, it is because he sees it as relevant to his own experience; at the same time, he sees his own experience as relevant to the subject, that is to the experience of others. The whole becomes a more generalized, more abstract way of seeing society, one that can lead to hypotheses and perhaps to refined methods of investigation (although there is naught so unrefined as premature refinement)." (p. 16)

"But one must ask under what conditions this kind of reciprocal learning can go on, what conditions of mind of the parties--teacher and student--and eventually also what condition of society." Hughes suggests that one set of conditions is that professors and students travel "the same direction of emancipation" from their own particular provincialism. "...emancipation without alienation. That is something teacher and students can share. It makes a base for mutual learning and teaching." (p. 16)

"Sociology of the kind I have been talking of, taught by mutual field observation and penetration of each other's secrets of life, contains the assumption that men are equal

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in their humanity. Only so is sociology, the analysis and comparison of human cultures and societies, possible. This emancipation through expansion of one's world by penetration into and comparison with the world of other people and other cultures is not the only aspect of sociological imagination or the only activity of the sociological enterprise. Let no one get the idea that I think it is. But it is one great part of it, as it is of human life itself." (p. 16)

Writing in and of the early 1970s, Hughes saw the emancipating goal of sociology as more difficult to achieve than had been the case in past decades: "It is fairly clear the formula for understanding that has prevailed in American sociology for several decades will not now work for many students... Circumstances have led them to think that the experience of other kinds of people is not relevant to their lives and that other people cannot understand them." (p. 17)

But for Hughes, the task remains clear: "The material taught is potentially as exciting as ever; an individual is still not really educated and mature until he becomes fully aware of his place in the world and frees himself from the very people who love him and give his life energies... It is even possible that they [students] seek emancipation from permissiveness or at least seek in university life and education a transition from whatever their earlier life may have been to manhood or womanhood in which they can use their technical and social talents and learning for goals for which they will be glad to submit to the discipline of their peers. If and when we can create a situation in which students and their teachers see the university and the world in such perspective, we can more fully realize the ideal of making the teaching of sociology a continuing joint field project of student and teacher, with support from the rest of the community." (p. 17)

Howard S. Becker, Blanche Geer & Everett C. Hughes. Making the Grade: The Academic Side of College Life. N.Y.: John Wiley & Sons, Inc., 1968.

Based chiefly on two years of participant observation at the University of Kansas (1959-1961), this monograph reports on the pervasiveness of "the grade point average perspective," which was a realistic adaptation of students to the pressures of the environment--those created by faculty and administration as well as by their peers. Much of what the authors found bears directly on the teaching role of the sociologist.

"Very frequently, the assignments and requirements attached to a given course do not require the student to learn the information and skills that the instructor wishes him to learn, but rather another set of skills more closely related to the examinations and assignments actually given. Faculty members often complain that, even though their students get good enough grades on examinations, they have not really learned whatever it is the faculty member wants them to know. The difficulty is that of constructing examinations that will truly test what they are supposed to test." (pp. 77-78)

"...college faculty typically see their interaction with students as an individual matter... But the faculty view is faulty. It assumes that student performance depends solely on ability and interest and ignores the complicated network of social relations, group definitions, and obligations in which students find themselves. It sees student performance as a simple response to the professor's offerings rather than as the construction of a complex line of action in a complicated and demanding social setting. It underestimates students' rationality in attempting to meet and satisfy the many demands made on them. It fails, in short, to give full weight to the socially structured conditions of student performance." (pp. 130-131)

Biography

Everett C. Hughes. Pioneer contributor to the sociology of social institutions, occupations & professions, race & cultural relations. President of the ASA (1962). Among his books: French Canada in Transition (1943), Men & Their Work (1958), Where Peoples Meet (1952; with H. MacG. Hughes), 20,000 Nurses Tell Their Story (1958; with H. MacG. Hughes & Deutscher), Boys in White (1961; with Becker, Geer & Strauss). Co-editor, The Collected Papers on R. E. Park (1950, 1952, 1955); editor, AJS, 1952-1960. Ph.D., University of Chicago, 1928; and Institutions and the Person: Essays Presented to E. C. Hughes (1968). Taught at McGill, Laval, Chicago, Brandeis and currently Boston College.

ON TEACHING UNDERGRADUATE SOCIOLOGY
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MIRRA KOMAROVSKY ON THE TEACHING OF SOCIOLOGY

In a 2000 word editorial in Social Forces (1951), Prof. Komarovsky presented "some reflections on occupational hazards and challenges" in the teaching role of sociologists "in the hope that they may be of some help to the young teacher." Among those reflections:

"Graduate departments of sociology do not generally concern themselves with the training of teachers. Consequently, many a sociologist finds himself quite unprepared for the job of teaching."

"Most students go into teaching directly from graduate study. There are...adjustments that this transition may demand of them... It is quite possible, indeed likely, that the intellectual problems which agitate the young scholar in his graduate studies may not be the kind of problems which will or should concern his students... There is one other thought on the readjustment of intellectual sights which will be demanded of a teacher. He must guard himself against perpetually fighting the intellectual engagements of his youth when the fighting has already shifted to other battlegrounds. The danger is all the greater in proportion to his devotion to the task."

Prof. Komarovsky comments in some detail on the "psychological" and "individualistic" view of human nature brought by undergraduate students to the sociology classroom. "They think of individuals in a pre-Cooley and pre-George Mead fashion, as isolated, separate, autonomous beings...essentially independent of society... Again, students have never been taught to see a social relation or a social system...it is the idiosyncratic that is visible... Students are much more aware of individual variations from the norm than the norm itself. It takes patient training of the sociological sight to enable them to perceive the invisible social structure." (Italics in original.)

"Turning now to teaching methods, the main fact to bear in mind is that to state an idea is not necessarily to communicate it... An ingrown teacher lectures and then gives the kind of examinations in which his words come back to him in written symbols and lull him into an illusion of effectiveness. The root of the difficulty lies in the differences between what has been called 'knowledge by description' and 'knowledge by acquaintance' and the fact that the concepts we teach far outrun the experience of the students."

"...a good teacher, like a novelist, carries a notebook in which he jots down a vivid illustration of 'institutional rigidity,' 'social distance,'... Utilize students' own experiences. Each student brings into the classroom a wealth of raw materials... begin any new topic in the introductory course with an assignment which would tap the students' own experiences of the subject..."

Compiled by Dr. Charles A. Goldsmid, Research Associate, Department of Sociology & Anthropology, Oberlin College, Oberlin, OH 44074 & the ASA Projects on Teaching Undergraduate Sociology.

OVER

OVER

"...college teaching is a profession with fewer automatic checks on ineffectiveness than many others. The administration doesn't know. Students cannot be sure. They think that the notes they take in class have some educational magic and their boredom is the price of scholarship."

"The quality of college teaching could be improved if we set in motion a certain cycle. One reason for the low prestige accorded by our profession to teaching as against research is, I believe, the absence of any measure of successful performance..."

"Teaching College Sociology," Social Forces, 30 (Dec., 1951), pp. 252-256.

In an ASR note, Komarovsky describes a six week, summer field work course, "A Workshop in Urban Social Problems." This course for junior and senior students with prior work in sociology involved field experiences, seminars "given over to the theoretical core of the course," field trips, guest lectures, reading periods and informal discussion. Prof. Komarovsky writes:

"The field projects were planned very carefully. Indeed, the instructors spent the whole month preceeding the opening of the summer session in planning these projects."

"A teacher of social science attempts to interpret social reality by means of concepts and generalizations which are a kind of verbal shorthand denoting complex aspects of reality. There is no greater educational danger than this: that the students learn these concepts on a purely verbal level without the richness and fullness of meaning; that this body of words remains a sterile segment of mentality, relatively unrelated to the confused stream of life which it sought to interpret."

"In the absence of measuring devices, the following evidence...from the impressions of the instructors and students...the level of student interest was unusually high... students adduced their own illustrations of concepts...this two way process between observation and theory was particularly apparent in their field projects..."

Prof. Komarovsky concluded her note saying "A number of field courses have been given in recent years. The time is ripe perhaps for a more detailed exchange of observations concerning successes and failures either in the pages of our journals or at the meetings of the Societies."

"A Note on a New Field Course," Amer. Soc. Rev., 9 (1945), pp. 194-196.

BIOGRAPHY

Mirra Komarovsky. Major contributor to the study of the family as a social institution and gender-roles. 64th President of the American Sociological Association (1973). Among her books: Dilemmas of Masculinity: A Study of College Youth (1976), Blue-Collar Marriage (1964), Women in the Modern World (1953), The Unemployed Man and His Family (1940) and Leisure: A Suburban Study (1934; with G. Lundberg and M. McInery). Edited Common Frontiers on the Social Sciences (1957), Sociology and Public Policy: The Case of Presidential Commissions (1975). Author of dozens of articles on the family, gender roles, voluntary associations and stratification including a 1973 AJS article on "Cultural Contradictions and Sex Roles." Komarovsky received her B.A. from Barnard in 1926 and her M.A. and Ph.D. from Columbia University in 1927 and 1940. Taught at Skidmore College and held research appointments at Yale's Institute for Human Relations. She came to the faculty of Barnard College in 1936 where she taught for more than three decades, twice chairing the sociology department. Currently, Prof. Komarovsky is a Special Lecturer at Columbia University.

OVER

ON TEACHING UNDERGRADUATE SOCIOLOGY
projects of the american sociological association

GEORGE HERBERT MEAD ON THE TEACHING OF SOCIOLOGY

Mead's "...influence on sociology was almost entirely from the content of his course on Advanced Social Psychology, which was attended by most Chicago graduate students in sociology. In this course, repeated annually for at least a quarter of a century, he presented his evolving thoughts, which constitute the book Mind, Self, and Society..." compiled from lecture notes by Mead's students after Mead's death. (Robert E. L. Faris. Chicago Sociology: 1920-1932. Chicago: University of Chicago Press, 1970; p. 155.) As a philosopher, Mead did not specifically consider the teaching of sociology as a discipline. Nevertheless, Mead was deeply interested in the subject of education, particularly in his early years (ca. 1896-1914) at the newly formed University of Chicago. Much of Mead's interest and participation in educational matters, no doubt, arose from the influence of John Dewey, Mead's closest colleague at Chicago.

Mead's orientation to the process of education is closely related to his view of the self as emergent in the process of interpersonal interaction:

> It is impossible to fully interpret or control the process of instruction without recognizing the /individual/ as a self and viewing his conscious processes from the point of view of their relation in his consciousness to his self, among other selves. (p. 690)
>
> In so far as the subject matter of instruction can be brought into the form of problems arising in the experience of the /student/--just so far will the relation of the /student/ to the instructor become a part of the natural solution to the problem--actual success of a teacher depends in large measure on the capacity to state the subject matter of instruction in terms of the experience of the /student/. (p. 691)
>
> I take it therefore to be a scientific task to which education should set itself that of making the subject matter of instruction the material of personal intercourse between pupils and instructors, and between the /pupils/ themselves. (p. 691)
>
> "The Psychology of Social Consciousness Implied in Instruction," Science XXXI (1910): 688-93.

Mead's stress on the active and mutual participation of student and instructor in the act of education implies the importance of "doing sociology" in the classroom toward the solution of problems, an approach thoroughly consistent with Mead's pragmatic philosophy.

Compiled by Prof. Howard L. Sacks, Department of Anthropology and Sociology, Kenyon College, Gambier, OH 43022.

over

The teacher who has been adequately trained in his subject-matter cannot project himself into outworn theories, simply because they are more comprehensible to his students. It is only natural that he should assume that his task is to train the student to understand the language which he must eventually use in the solution of the problems he meets. He must understand and speak his language, if he is to solve the problems, so that it becomes of the first importance to master the vernacular.

"Science in the High School," School Review XIV (1906): 237-49.

In any education that is worthy of the name, what is acquired does go toward the solution of problems that we all carry with us, and is the subject of reflection, and leads to the fashioning of new hypotheses and the appearance of new objects. (p. 52)

Philosophy of the Act, ed. Charles W. Morris (Chicago: University of Chicago Press, 1938).

We no longer regard the requiring of information as the legitimate object or method of education. The ideal of modern education is the solution of problems, the research method. And this research method is no less dominant in the humanities than it is in the natural sciences so far as the subject matter permits. (p. 391)

"The Teaching of Science in College," Science XXIV (1906): 390-97.

The student readily confronts these problems in the social sciences. The solutions, however, require not only the rigor of scientific method, but also an interdisciplinary approach incorporating the wisdom of the arts and humanities. Thus, Mead stresses a holistic approach to knowledge and the educational process.

There is a still more important hold which the social sciences and humanities have upon the interest of the student. It is that human history, human development, human institutions, its arts, its literature, its achievements, are so bound up together with each other, with the languages in which thought has been expressed...so that the pursuit of one subject reinforces the interest in another, and vice versa. The whole group represents one social world which cannot be picked up piecemeal nor divided up into separate compartments, but is bound to exist in the mind as a whole. (p. 393)

It is only the implicit relation to other things that makes any subject teachable or learnable, and...the more evident and more pregnant these relations are the more readily is it assimilated. In a certain sense the more complex a thing is the more readily it is acquired, while its simplicity leaves it bare, without lines of connection, without retaining points. (p. 393)

A new subject should /thus/ not be presented by itself, but in its relation to other things. It must grow in some fashion out of the student's present world. (p. 393)

On the whole, the problems of the social sciences have a meaning to the student when he meets them, i.e., they can be his own problems from the

start, and they do not have to be translated into terms which must be somewhat painfully acquired before they can be used. (p. 392)

It is...certainly the pedagogic duty of the instructor in science to get far enough into the consciousness of the student to present the part to him by means of the whole. (p. 396)

"The Teaching of Science in College," Science XXIV (1905): 390-97.

The end result of the educational process is thus the creation of a self-conscious individual capable of active participation in the community.

The pains and penalties, the pleasures of success in competition, of favorable mention of all sorts implies vivid self-consciousness. It is evident that advantage would follow from making the consciousness of self or selves...have an essential place on instruction. (p. 691)

"The Psychology of Social Consciousness Implied in Instruction." Science XXXI (1910): 688-93.

Whatever bridges over a gap in the student's mind, enabling him to present concretely what otherwise would have been an abstract symbol, is knowledge and not mere information. Whatever is stored up, without immediate need, for later occasion, for display or to pass examinations is mere information, and has no enduring place in the mind.... It is requisite at the end as in the beginning that the student should see his world as a whole, should take up into it what he has acquired, and should get the mutual interpretation which the relation of his subject-matter has to what lies beyond it. (pp. 395, 397)

"The Teaching of Science in College," Science XXXIV (1906): 390-97.

The student never knows what it is to work until he feels the relation of what he is doing to what he will be doing hereafter, until he realizes that what he is doing today belongs to the life of the whole community. (p. 19)

"Educational Aspects of Trade Schools," Union Labor Advocate 8 (1908): 19-20.

Education is definitely the process of taking over a certain organized set of responses to one's own stimulation; and until one can respond to himself as the community responds to him, he does not genuinely belong to the community. (p. 265)

Mind, Self and Society, ed. Charles Morris (Chicago: University of Chicago Press, 1934).

BIOGRAPHY

George Herbert Mead (1863-1931). Pioneer contributor to the theory of symbolic interactionism. Mead was raised in an intellectual, Puritan home; he attended Oberlin College (1879-83) concentrating in classics, science and mathematics. Following experience as an elementary school teacher and railroad surveyor in the Northwest, Mead joined his life-long friend Henry Castle at Harvard (1887) to pursue a degree in philosophy. There he was influenced by the pragmatism of William James and the Hegelian idealism of Josiah Royce. As was customary, Mead continued his studies in Germany (1888), where he was introduced to the concept of "gesture" by Wilhelm Wundt and to the physiological psychology of G. Stanley Hall. In 1889 Mead returned to America to assume a faculty position at the University of Michigan, where he met John Dewey (who was to become his closest associate), as well as C. H. Cooley and Alfred Lloyd. Both Mead and Dewey left Michigan (1894) to establish the philosophy department at the newly formed University of Chicago. A popular lecturer, (his students included Herbert Blumer and Leonard S. Cottrell, Jr.) Mead was also actively engaged in Chicago's educational activities, editing the University's journal The Elementary School Teacher and serving as President of the School of Education's Parent's Association. It is at Chicago that Mead formed his pragmatic philosophy and social behaviorist social psychology, the latter in part a response to the work of John B. Watson, a colleague at Chicago. At his death, Mead's lack of systematic publication of these ideas prompted students to collect lecture notes from his courses, which appear in four edited volumes: Philosophy of the Present, A. E. Murphy ed., (1932); Mind, Self, and Society, C. W. Morris ed., (1934); Movements of Thought in the Nineteenth Century, M. H. Moore ed., (1936) and Philosophy of the Act, C. W. Morris ed., (1938) (all University of Chicago Press). The single most comprehensive biographical sketch of Mead appears in David L. Miller, George Herbert Mead: Self, Language and the World (Austin: University of Texas Press, 1973). A collection of some of Mead's papers, edited and introduced by Anselm Strauss, is George Herbert Mead on Social Psychology. Chicago: University of Chicago Press, 1964. Bibliographies of Mead's work appear in Strauss and in Edward Stevens' article in the American Journal of Sociology 72, 5 (March, 1967): 551-557.

ON TEACHING UNDERGRADUATE SOCIOLOGY
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C. WRIGHT MILLS ON THE TEACHING OF SOCIOLOGY

"Teaching, by the way, I do not regard as altogether in the same case as writing. When one publishes a book it becomes a public property: the author's only responsibility to his reading public, if any, is to make it as good a book as he can and he is the final judge of that. But the teacher has further responsibilities. To some extent, students are a captive audience; and to some extent they are dependent upon their teacher, who is something of a model to them. His foremost job is to reveal to them as fully as he can just how a supposedly self-disciplined mind works. The art of teaching is in considerable part the art of thinking out loud but intelligibly. In a book the writer is often trying to persuade others of the result of his thinking; in a classroom the teacher ought to be trying to show others how one man thinks--and at the same time reveal what a fine feeling he gets when he does it well. The teacher ought then, it seems to me, to make very explicit the assumptions, the facts, the methods, the judgements. He ought not to hold back anything, but ought to take it very slowly and at all times repeatedly make clear the full range of moral alternatives before he gives his own choice. To write that way would be enormously dull, and impossibly self-conscious. That is one reason why very successful lectures usually do not print well." (pp. 79-80)

"Only by conversation in which experienced thinkers exchange information about their actual ways of working [at scholarly production] can a useful sense of method and theory be imparted to the beginning student." (p. 195)

"The American university system seldom if ever provides political education; it seldom teaches how to gauge what is going on in the general struggle for power in modern society." (p. 99)

<u>The Sociological Imagination</u> (1959), N.Y.: Grove Press, Inc., 1961.

"Teaching is a task which requires a type of systematization to which the textbook answers. Most of the 'systematic' or 'theoretical' work in 'social pathology' has been performed by teachers."

"The Professional Ideology of Social Pathologists," <u>American J. Sociology</u>, 49, 2 (September, 1943), pp. 165-180. Reprinted in <u>Power, Politics and People</u> (1963; edited by I. L. Horowitz).

"We must begin with what concerns the student most deeply. We must proceed in such a way and with such materials as to enable him to gain increasingly rational insight into these concerns. We must try to end with a man or a woman who can and will by themselves continue what we have begun: the end product of the liberal education, as I have said, is simply the self-cultivating man and woman. ...you must surround your students with models of straightforward conduct, clarified character, and open reasonableness, for I believe it is in the hope of seeing such models that many seri-

Compiled by Dr. Charles A. Goldsmid, Research Associate, Department of Sociology & Anthropology, Oberlin College, Oberlin, OH 44074 & the ASA Projects on Teaching Undergraduate Sociology.

ous people go to lectures rather than more conveniently reading books. If there are not such men and women on your faculties, you will not attract those who are potential rallying points for the genuine liberal public. In the end, all talk of liberal education, of personnel and curriculum and programming and the rest of it, is nonsense if you do not have such men and women on your faculties."

> "Mass Society and Liberal Education," (Chicago: Center for the Study of Liberal Education for Adults, 1954). Reprinted in Power, Politics and People (1963; edited by I. L. Horowitz).

"One result of reading sociology ought to be to learn how to read a newspaper. To make sense of a newspaper--which is a very complicated thing--one must learn how to connect the events reported, how to understand them by relating them to more general conceptions of the societies of which they are tokens, and the trends of which they are a part... My point is: sociology, for one thing, is a way of going beyond what we read in the newspaper. It provides a set of conceptions and questions which help us to do this. If it does not, then it has failed as part of liberal education."

> "Introduction," Images of Man: The Classic Tradition in Sociological Thinking (New York: George Braziller, Inc., 1960), pp. 16-17.

There are several portions or threads of Mills' writing concerned with the substance of sociology and the craft of scholarship which may prove useful to the sociologist as teacher.

In an Appendix to The Sociological Imagination titled "On Intellectual Craftsmanship," Mills discusses his own modes of doing sociology and presents his views on issues concerning intellectual production including ways of finding and defining problems for study, design of research, the generation of ideas, the language of sociology and the goal of intelligibility, the interplays of writing and thinking, the organization of ideas and reading.

Mills' construct of "the sociological imagination" may also be of interest to sociologists as teachers. "The sociological imagination enables us to grasp history and biography and the relations between the two within society." Mills discusses the sociological imagination in the opening chapters of his book by that title and Images of Man. The latter work contains lengthy excerpts from sociologists who shared that imagination, including Spencer, Mannheim, Marx, Weber, Durkheim, Veblen, Schumpeter, and Simmel.

BIOGRAPHY

C. Wright Mills (1916-1962). Major contributor to political sociology and other subfields of sociology and social psychology; analyst and commentator on the profession and discipline of sociology. Author of seven books including The Power Elite (1956; translated into seven languages), White Collar (1951; translated into three languages), The Puerto Rican Journey (1950; with C. Senior and R. Goldsen), Character and Social Structure (1953; with H. Gerth). Editor of Images of Man (1960), From Max Weber: Essays in Sociology (1946; with H. Gerth). Author of several score of articles 41 of which are reprinted in Power, Politics and People (1963; edited by I. L. Horowitz). Mills' articles appeared in the AJS, ASR, BJS, POQ and dozens of periodicals including the NY Times, Partisan Review, Philosophy of Science, J. of Economic History, Studies on the Left, Nation, Saturday Review. Mills received his BA and MA from the University of Texas (in philosophy and sociology) and his Ph.D. from the University of Wisconsin (in 1942 where he studied with Howard Becker). Mills was assistant professor of sociology at the University of Maryland (1941-1945), after WW2 he was appointed as a Guggenheim Fellow. He came to Columbia University in 1948 where he remained until his death.

OVER

ON TEACHING UNDERGRADUATE SOCIOLOGY
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ROBERT E. PARK ON THE TEACHING OF SOCIOLOGY

"Methods of Teaching: Impressions and a Verdict," Social Forces, 20, 1 (October, 1941), pp. 36-46.

Park traces the origins of his ideas on teaching from the University of Michigan to those at Strassburg, Harvard and Chicago and to Tuskegee Institute. His teachers and colleagues included William James, John Dewey and Booker T. Washington. Park discusses attributes of good teachers, the constraints imposed by the classroom, and effective learning environments. Among his impressions and verdicts are:

"The best methods are likely to be those that the teacher has worked out for himself in the effort to teach..." (p. 36)

"Teachers, like students, are inclined to regard their textbooks as sacred literature, --the last word on a subject rather than the first." (p. 36)

"One thing I now recall as characteristic of Dewey's method of teaching is that his students always seemed to have had the notion that he and they were somehow engaged in a common enterprise. With him, learning was always, so it seemed, an adventure; an adventure which was taking us beyond the limits of the safe and certified knowledge into the realm of the problematic and unknown." (p. 39)

"Under these conditions [of the classroom] what the student gets in school is information rather than insight; definitions rather than ideas; conclusions and convictions that close minds rather than facts that reorient them. Under the insidious influences of the classroom--hypotheses, which are intended to raise questions, and theories which are designed to guide research, frequently take the form of doctrine,--doctrines which, since they give us, or seek to, a final and authoritative statement of the truth,--tend invariably to terminate investigation and discourage that disinterested curiosity which is characteristic of children and of science..." (p. 40)

"Dewey and James were pragmatists. What I learned from them was the value of experiment and experience as distinguished from exposition and of research as apposed to scholasticism, as a method of education in the social as well as the physical sciences." (p. 40)

Tuskegee "...seemed to me to illustrate what every form of education might well strive to be, namely, at once a voyage of discovery, and a means and medium for an intelligent participation in the life of the community..." (p. 44)

"Sociology must be empirical and experimental. It must, to use Booker Washington's expression 'learn by doing;' it must explore, invent, discover, and try things out. So must students; so must education." (p. 45)

Compiled by Dr. Charles A. Goldsmid, Research Associate, Department of Sociology & Anthropology, Oberlin College, Oberlin, OH 44074 & the ASA Projects on Teaching Undergraduate Sociology.

OVER
OVER

"The point I am most interested in emphasizing is this: systematization of knowledge cannot be done successfully either by the teacher alone, even with the aid of a textbook. The student must do some of the work of discovery and some of the work of interpretation and formulation for himself. My experience is that he does not do this, and that he has never learned how." (p. 46)

"A Memorandum on Rote Learning," American J. Sociology, 43 (July, 1937), pp. 23-36. Reprinted, Chapter 5 in REP's Race and Culture (1950).

While the touchstone of this article is Park's observations of teaching and learning in rural, southern black schools in the 1920s and 30s, he treats rote learning as a more general social phenomenon; his observations include the following.

"I have found it difficult, in some of my classes, to induce students to ask questions. I found it difficult, in fact, to get them to admit they did not understand what they had read in the textbook or had heard in the classroom. On the other hand, they were often eager to get the correct, authoritative answers to questions they were likely to meet on examination, and they were adept in formulating vague, suggestive verbal, and often meaningless, replies to such formal and general questions as I asked. This is not, under the conditions which the ordinary classroom imposes, conduct that is either unusual or unexpected." (p. 54)

"When, ...learning involves neither rumination, reflection, nor experimentation, there will be no moments of illumination and insight. When there is no attempt to integrate the things learned in the schoolroom with the experience and problems of actual life, learning tends to become mere pedantry--pedantry which exhibits itself in a lack of sound judgment and in a lack of that kind of practical understanding we call common sense. Sometimes this pedantry takes the form of a shallow verbosity or a general disposition, characteristic of a college intelligentsia, to play with ideas in a wholly irresponsible way as if they were mental toys. This is a defect proverbially attributed to academic training wherever it exists. Rote learning is likely to occur in schools where the standards are 'high' or where the tradition, language, and learning of the school is so different in form and content from the ordinary experience of the ordinary student that he is unable to interpret what he learns in school in terms of the language and tradition of the community in which he lives." (p. 58-59)

"The result of pupils' efforts to meet the artificial requirements of the school and to get through and out in the easiest and quickest way is frequently to make even those who have good natural abilities appear stupid in the classroom. Frequently, the natural abilities of students who seemed dull in the classroom assert themselves later, outside the school, in real life. On the other hand, under similar conditions, the fate of the industrious and 'good' student is often worse, since his natural destiny is to become a teacher or 'professor' - condemned for life to inflict upon future generations of pupils, as well as the general public, the pedantries he acquired at such great cost in school. It used to be the case that almost the only reason one studied Latin was in order that one might teach other persons to study Latin. This is part of the rote-learning complex." (p. 60)

Biography

Robert Ezra Park (1864-1944). Pioneer contributor to theory and research in the fields of human ecology, race and cultural relations, collective behavior, public opinion, the study of the newspaper as a social institution. 15th President of the American Sociological Society (1925). Professor in the Department of Sociology, University of Chicago. Author of seven books. Edited a series of 28 volumes of "Chicago School Studies" many of which were dissertations directed or stimulated by him. Sixty-nine of Park's scholarly articles are collected in a three volume series published by the Free Press: Human Communities (1952), Race and Culture (1950), and Society (1955). Student at Berlin of Georg Simmel (from whom Park said he took his only formal instruction in sociology). Ph.D. 1904 Heidelberg; B.A. 1887 University of Michigan.

OVER

ON TEACHING UNDERGRADUATE SOCIOLOGY
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ALBION W. SMALL ON THE TEACHING OF SOCIOLOGY

Albion W. Small and George E. Vincent. An Introduction to the Study of Society. New York: American Book Co., 1894.

This volume is the first college textbook of sociology. Small and Vincent refer to their book as a "manual," and "as a 'laboratory guide.'" This description indicates, they continue, "the conception of the authors and the nature of the recommendation which they would offer to teachers.... To know ourselves as social beings, it has become necessary to study ourselves in our everyday occupations." Small and Vincent's text was founded on the notion that philosophical sociology should be supplanted by a sociology based on "observation and induction." Their text offered "not conclusions but shows a method of deriving them." (p. 16) The chapters end with lists of "subjects for investigation;" many of these suggestions involve direct observation.

Albion W. Small. General Sociology. Chicago: University of Chicago Press, 1905.

"It is easy to bewilder and discourage both laymen and young specialists by revealing the already unwieldy mass of sociological literature. If this is to be ventured at all, it should be by degrees, in connection with special divisions of the subject. In this...volume...references to the literature have been limited strictly by the immediate demands of the argument." (p. viii)

Albion W. Small, "Some Demands of Sociology Upon Pedagogy," American Journal of Sociology, 2 (May, 1897), pp. 839-851.

This article reprints a lengthy speech given by Small at the 1896 meeting of the National Education Association. John Dewey apparently considered the essay of such utility that he reprinted it in his My Pedagogical Creed (Chicago: University of Chicago Press, 1897). This was not an edited volume and Small's article was the only one in it by an author other than Dewey. In the article, Small holds that "while sociology is not a desirable subject for young pupils, our educational methods will be miserably inadequate to their social function till every reader from kindergarten on, is sufficiently instructed in sociology, to put all his teaching in the setting which the sociological viewpoint affords." In discussing the intersection of sociology and pedagogy, Small stresses that students should be taught by word and action and that students should be able to learn from the world around them and their own life experience rather than be educated only in abstract examples. Among his observations:

"Sociology, like charity, ought to begin at home, but, like charity, it ought not to stay at home. The rational method of observation, recognizing the real concentration of life around each member of society, explores the concentric circles of social activity from the actual standpoint of the observer. In other words, the social desideratum is that the developing member of society shall become analytically and synthetically intelligent about the society to which he belongs. The precision of his social intelligence in general depends upon the exactness of his knowledge of details in the life which he most intimately shares."

Over

Compiled by Dr. Charles A. Goldsmid, Research Associate, Department of Sociology & Anthropology, Oberlin College, Oberlin, OH 44074 & the ASA Projects on Teaching Undergraduate Sociology.

Over

"The demand of sociology upon pedagogy is that it shall stop wet-nursing orphan mental faculties and find out how to bring persons into touch with what objectively is, as it is. In other words, pedagogy should be the science of assisting youth to organize their contacts with reality; and by this I mean to organize these contacts with reality by both thought and action, and for both thought and action. The teacher's task is to help the individual understand this environment, of which the pupil for a long time seems to himself to be the center. It is the teacher's business to help the pupil understand this whole environment as it is related to himself."

"It is the business of the educator to help the child interpret the part by the whole...." Pedagogical fragmentation "distorts the whole attitude of men toward the world. Instead of introducing men to reality it tricks them into belief that an unorganized procession of pedantic abstractions is reality.... The only change in school methods which I am urging is the introduction of this laboratory study of social facts, processes and forces nearest at hand, as exhibiting typical social relations in all nations, times and places."

"Sociology demands of educators, finally, that they shall not rate themselves as leaders of children but as makers of society. Sociology knows no means for the amelioration or reform of society more radical than those of which teachers hold the leverage. The teacher who realizes his social function...will read his success only in the record of men and women who go from the school eager to explore wider and deeper these social relations, and zealous to do their part in making a better future."

Albion W. Small, "Book Review of J.H.W. Stuckenberg's Introduction to the Study of Sociology," pp. 855-859 in American Journal of Sociology, 3, 6 (May, 1898).

Small believed that if students were to learn sociology they had to get actively involved in the study of society. In this review, he cites the Small and Vincent volume (with its "subjects for investigation") and community studies, urging that "The way to begin to study society is to begin." Small also observes that "The only sociological instruction which can be made useful enough to justify the replacement of time-tested subjects is drill upon definite sections of sociological problems by teachers sufficiently sure of themselves to keep most methodology out of sight."

Albion W. Small, "Static and Dynamic Sociology," American Journal of Sociology, 1, 2 (September, 1895), pp. 195-209.

Small quotes Lester F. Ward as saying that "there is properly no division of descriptive sociology," and that such work is "only the work of a collector." Small responds that, while Ward is correct in principle, for reasons of "prudence," for those who are "unpracticed" in sociology there should be a "distinct division" of sociology that is "devoted to the collection and description of facts." Small wrote that such a descriptive sociology "was extremely important, both in research and teaching...and, especially with immature students."

BIOGRAPHY

Albion W. Small (1854-1926). Major historian of social thought, interpreter of German social science for American audiences, creator and builder of the (first) Department of Sociology at the University of Chicago, founder of the American Journal of Sociology (which he edited between 1895-1925), major figure in training a generation of sociologists. President of the American Sociological Society (1912, 1913); president of the International Institute of Sociology (1913). Author of scores of articles and six books: General Sociology (1905) and Origins of Sociology (1924); The Meaning of Social Science (1910) in which Small insisted on the unity of the social sciences; Adam Smith and Modern Sociology (1907), Introduction to the Science of Society (1894) and a novel, Between Eras: From Capitalism to Democracy (1913). In 1890, Small was invited to become head professor of sociology starting with the opening of the University of Chicago in 1892. He was also dean and soon afterward dean of the graduate school. Prior to coming to Chicago, Small was professor of history and President of Colby College. He had studied at Colby and the Newton Theological Seminary and the universities at Berlin and Leipzig (1879-1881); he completed a Ph.D. in history at Johns Hopkins (1889).

2 Over

ON TEACHING UNDERGRADUATE SOCIOLOGY
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WILLIAM GRAHAM SUMNER ON THE TEACHING OF SOCIOLOGY*

Harry E. Barnes writes that "Sumner was probably the most inspiring and popular teacher either Yale University or American social science has ever produced...." and that "He was the first teacher of sociology in the country from the standpoint of both time and ability...." (An Introduction to The History of Sociology, pp. 391, 393.)

Sumner on Education

What Social Classes Owe to Each Other. New York: Harper and Brothers, 1883.

"Education has for its object to give a man knowledge of the conditions and laws of living, so that, in any case in which the individual stands face to face with the necessity of deciding what to do, if he is an educated man, he may know how to make a wise and intelligent decision." (pp. 155-156)

"Integrity in Education," in The Forgotten Man and Other Essays. New Haven: Yale University Press, 1919.

"If, therefore, you have an educational system consisting of formal cram for recitation or examination, if there is a skimming of textbooks, an empty acquisition of terms, a memorizing of results only, you may pursue high-sounding studies and 'cover a great deal of ground,' you may have an elaborate curriculum and boast of your proficiency in difficult branches, but you will have no education. You may produce men who can spend a lifetime dawdling over trifles, or men who always scatter their force when they try to think, but you will not have intelligent men with minds well-disciplined and well under control, who are able to apply their full force to any new exigency, or any new problem..." (p. 411)

"By integrity in education, I mean the opposite of all sensationalism and humbug in education. I would include under it as objects to be aimed at in education, not only the pursuit of genuine and accurate information and wide knowledge of some technical branch of study, but also real discipline in the use of mental powers, sterling character, good manners, and high breeding." (p. 409)

"Our Colleges Before the Country" (1884) in War and Other Essays. New Haven: Yale University Press, 1911.

"A university ought to teach everything which anybody wants to know.... It ought to give complete liberty in the choice of a 'line' or 'department' of study, but it ought

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* Compiled by Prof. Donald W. Hinrichs, Department of Sociology, Gettysburg College, Gettysburg, PA 17325. Helpful comments were received from Lewis A. Coser, Wade F. Hook and Charles A. Goldsmid.

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to prescribe rigidly what studies must be pursued in the chosen department by anyone who wants its degree." (p. 361)

"A rigid discipline in prescribed tasks, with especial care for the dull scholars, is in place for youth up to a certain age, but in any good system of education the point must be judiciously chosen at which this system shall yield to a system of individual responsibility." The point at which this change should be made is certainly some years before the point at which young men become men by the laws of their country." (p. 368)

Sumner on Teachers and Teaching

"Integrity in Education," in The Forgotten Man and Other Essays. New Haven: Yale University Press, 1919.

"It is by the imperceptible influence of the teacher's character and example that the atmosphere of a school is created. It is from this that pupils learn what to admire and what to abhor...what methods of action are honorable and what ones are unbecoming. They learn all this from methods of discipline as well as from methods of instruction." (p. 416)

"Men without education, or experience as teachers, often take up the pitiful role of another class which has come to be called 'educators.' ...They are continually searching for a patent method of teaching, or a royal road to learning, when, in fact, the only way to learn is by the labor of the mind in observing, comparing, and generalizing, and any patent method which avoids this irksome labor produces sham results and fails of producing the mental power and discipline of which education consists." (p. 410)

"A school is a miniature society, Do we not all know how it forms an atmosphere of its own, how the members make a code of their own, and a public opinion of their own? And then, what a position the teacher holds in this little community. What a dangerous and responsible eminence he occupies. What criticism he undergoes. What an authority his example exerts. So, in this little society, general notions of conduct are unconsciously formed, principles are adopted, habits grow." (p. 413)

"The Teacher's Unconscious Success," Earth-Hunger and Other Essays. New Haven: Yale University Press, 1913.

"The school educates the teacher quite as much as it educates the scholars. The life and work together under forms which involve discipline and orderly co-operation cannot go on without friction which tells upon both parties. The incidents of the schoolroom easily provoke the temper or the vanity, the jealousy or the rancor of the teacher." (p. 12)

Sumner on Methods of Teaching

"Introductory Lecture to Courses in Political and Social Science" (1873), in The Challenge of Facts and Other Essays. New Haven: Yale University Press, 1914.

"I have no confidence in any results which are not won by scientific method...I insist upon strictness of definition, correctness of analysis, precision in observing phenomena, deliberation in comparison, correctness of inference, and exhaustiveness in generalization." (p. 401)

"Sociology as a College Subject," American Journal of Sociology 12 (1906), pp. 597-602. Reprinted in The Challenge of Facts and Other Essays. New Haven: Yale University Press, 1914.

"...there ought to be understood by students of sociology all fundamental facts about society, about what it is, what is possible in it, what is not possible in it, and so on.... We have a lot of abstract definitions and abstract notions that may, of course, have some

philosophical value or psychological truth; but the student starting out from them is in great danger, at any rate, of going off into the old-fashioned methods of deduction from these broad notions that he starts with, and the whole thing becomes lost in the clouds.... The only way to get an influence that we want and that we think we deserve is to keep sociology directly and constantly in touch with common everyday life and with the forms of the social order."

"What we try to do, and what we want to try to do in class work, is to give the young men and young women....a sound idea of some of these fundamentals, that would stop them from going over into a false line of effort and thought.

Now, it seems to me that in doing this one thing what we want to do is to get down to facts;...I don't mean statistical facts, but I mean the realities and the truth of the life around us...."

"Sociology" (1881), War and Other Essays. New Haven: Yale University Press, 1911.

"To write and read novels is perhaps the most royal road to teaching and learning which has ever been devised. The proceeding of the novelists is kaleidoscopic. They turn the same bits of colored glass over and over again into new combinations. There is no limit, no sequence, no bond of consistency. The romance-writing social philosopher always proves his case, just as a man always wins who plays chess with himself." (p. 168)

A PERSONAL REFLECTION ON SUMNER AS A TEACHER

"In these later years, Sumner's personality was disclosed to us, in contra-distinction perhaps to the experience of our predecessors, not so much (so to speak) in 'severalty' as collectively or communally. We did not recite to him, - there was no give-and-take with its abrasions, often remembered with peculiar delight, and its beneficent blood-lettings. Sumner lectured to us, but there was no foolishness about it. We were ruled from the revolving chair in Osborn Hall as if we were a division of twenty instead of one many times that number. We daily made haste to transcribe, in the few moments he gave, our most intimate thoughts on the "lesson of the day." After a few awe-inspiring cases of confiscation, we brought no more newspapers - his pet aversion - into the lecture room. When the daily tests had been collected, Sumner lectured the rest of the hour; and the sensation was to us as of the opening of long and orderly vistas. What we had learned unintelligently seemed to fall into its natural and inevitable sequence with the obvious realities of life. In short, though the term 'personality' is a trite one, we felt the force of a personality so dauntless and dominant that there was no escape or evasion.... One who reads over his old note-book on the Science of Society sometimes cannot see just why the course laid hold of him so strongly; but then he closes his eyes and recalls the manner of presentation - the long forefinger uplifted, the authority of a face whose very ruggedness was not a matter of lines without, but rather of straightness, of undeviating and uncompromising honesty and sincerity within - the spirit re-enters the dull and boyish pencillings, and all is explained. That was why he compelled us to think, to accept or to resist, it mattered not which; no 'copious shuffler,' no half-scholar, no shirk or mere pleasure-lover, no man who had not grappled with the grimnesses of thought, could thus, apparently without conscious effort, have compelled our intellectual homage. One reflects upon his old note-book again again, and presently he sees that there was yet something more in the case - call it method, if one will, it was yet a living demonstration of the method being the man - and that was the simplicity always characteristic of Sumner and his work. No long words where a short one could be found, and no wastefulness even of the monosylaables; crisp, curt sentences as devoid as possible of latinity; no ideas so lofty and tenuous as to be incapable of full comprehension by the normal, healthy, youthful mind.... He disciplined us and chastised us, and we return thanks for it; he opened our minds, taught us to detect and hate numbug, to trust to the truth, and to be faithful to duty - and for that we tender him our enduring rev-

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erence. The simple fidelity of a powerful man is an abiding treasure of remembrance, and a bracing one." (Albert Galloway Keller, Yale, 1896. Reprinted in Albert Keller (ed), The Challenge of Facts and Other Essays by William Graham Sumner. New Haven, Yale University Press, 1914, pp. 442-444.)

Other Notes on Sumner as a Teacher

Maurice Davie's William Graham Sumner (New York: Thomas Y. Crowell, 1968; pp. 3-4) mentions an interesting controversy (1874) between Sumner and Yale President Noah Porter. Porter objected to Sumner's use of Spencer's Study of Society in his senior class. Sumner prepared to resign over the issue, but the university gave in.

Sumner's biographers note that he supported the elective system and favored removing the Yale requirement which called for instruction in the classics. Sumner's teaching emphasized inductive reasoning and his view of the learning process relied on the view that knowledge is gained by experimentation and experience.

BIOGRAPHY

William Graham Sumner (1840-1910). Pioneer in the study of folkways and mores, the quantitative recording of folk traits, and "with Keller, the first to emphasize the importance to sociology of the study of comparative societies" (Howard W. Odum, American Sociology 1950, p. 86). Sumner accepted the chair of political and social science at Yale University in 1872 and remained at Yale until his death. Credited by Maurice Davie (William Graham Sumner, 1969) as offering the first course in sociology in America, in 1875. Howard Odum writes that Sumner's contact with undergraduate students was more important for American sociology than his writings (p. 84). Sumner is noted for incorporation of Darwinism and Spencerian evolutionism into his thinking, his comprehensive application of ethnographic and comparative methods, his support of individualism and laissez faire, and his opposition to militarism and imperialism (Harry Elmer Barnes, An Introduction to the History of Sociology, 1948, p. 406). Odum notes that "Sumner might be called the forerunner of the anthropological tradition and the cross-cultural index at the Institute of Human Relations at Yale" (pp. 84-85). Sumner was the second president of the ASA (1908-1909). His writings, other than the books cited in this memorandum are: Problems in Political Economy (1885), Folkways (1907), and The Science of Society (with A. G. Keller, 1927).

While this memorandum cites the original printings of Sumner's work, recent reprints of all his works are available and are listed in Books in Print and other standard sources.

ON TEACHING UNDERGRADUATE SOCIOLOGY
projects of the american sociological association

WILLARD W. WALLER ON THE TEACHING OF SOCIOLOGY

What is the impact of the classroom on the teacher? The answer to this question, at least in part, can be found in Waller's analysis of the classroom viewed as a social system. His sensitivity to changes in individuals brought about by socialization into the teaching profession makes his Sociology of Teaching (1932) timely and fascinating reading.

For Waller, most teaching has its roots in a social idealism. "All social science may be said to flow out of thwarted or impeded efforts to make the world better." The reformer, meeting a variety of obstacles and checks to progress, often decides that he must further study the life of man if he is going to change it for the better. But even this noble goal is blocked by the eventual realization that one can never fully explain the whole of man. Consequently one "specializes in some one field in which he spends his life trying to develop a method."

The transformed idealism which creates the teacher finds little respite in teaching. At first the teacher feels powerful in the structured world of the classroom, where even casual comments are dutifully recorded by students in their notebooks. But there is always the trauma of the first evaluation, which comes not at the end of the first semester of teaching, but with the first exam given.

"It is a desolate moment in a professors life when he grades his first examination papers. His best thoughts come back garbled and his most eloquent phrases are misspelled. It is a real crisis, and upon the line that one takes thereafter, depends the rest of his career."

After giving the first test, the new teacher becomes aware of two unfortunate facts: that students have not understood or wanted to understand his/her message, and that they are primarily oriented toward getting good grades. If the teacher's image of himself collapses after that first exam, he/she often decides to become important in the lives of his students in another way. "He will make them work like the devil; he would show them." Frustrated the teacher decides to battle for academic standards. "In this he has the sympathy and backing of all the other frustrated idealists on the faculty. It is regarded as a highly meritorious course of action." The problems of frustrated idealism among faculty led Waller to paraphrase George Bernard Shaw's famous line, "If you can't do it, teach it, if you can't teach it, fight like hell for academic standards."

Of course, there are also pitfalls in being a successful teacher. The good and popular teacher falls into patterns of behavior which limit his/her potential as scientist-scholar and distorts one's sense of reality. There is a conviction, almost a superstition, among teachers, that when a course is working well it should not be radically revised. This belief is particularly strong when a course draws a large number of students and is popular.

"The temptation of the professor to fossilize is very marked in such cases. He is like the cheap novelist who early in life finds the formula for writing trash because he can produce it easily, because he knows he can sell it, and knows perhaps that he cannot sell anything else."

Prepared by Prof. C. Lincoln Johnson, Department of Sociology, University of Notre Dame, Notre Dame, IN 46556.

OVER

The crux of teaching is the student-teacher relationship. It is around this relationship that the teacher's personality tends to be organized and it is in the adaptation to the needs of this relationship that the qualities of character which mark the teacher are produced.

For Waller there is always a dynamic tension between teachers and students, a conflict that although it may be hidden or reduced in amount still remains. The precarious equilibrium of the classroom revolves in part around the fact of the students naivete in life; his comparatively limited social experiences. He regards the professor's performance as a feat of endurance; the professor, for the student, is the one who earns his living by talking for forty-five hours on the same subject. The student learns what the professor says, but he is incapable of learning what he is talking about. Yet when that student becomes a faculty member, he will love learning for its own sake, and feel that the world is wrong in not immediately grasping and accepting the insights of his scholarly pronouncements. States Waller: "In the academic as nowhere else, we need the permanent revolution."

Classroom dynamics also revolve around the formal domination of the teacher over the student. The teacher represents the formal curriculum and generally makes various "tasks" to ensure that the curriculum is learned. However, "Students are much more interested in their own world than in the dessicated bits of adult life which teachers have to offer."

Waller is sensitive to the tendency of teachers to talk above their students and notes that students for the most part want the challenge. "Students expect the professor to struggle with them a little. It spoils the game of getting a degree just as much as if he refuses to struggle at all as if he proves an arbitrary and unreasonable opponent... Whatever we may say of the intelligence of the average student, he is fundamentally fair and even generous in this attitude toward the college professor as a person."

In the last analysis Waller's many insights into teaching have pertinence due to his application of the concepts of symbolic interaction to the role of the teacher. Central to his analysis and observation is the following which reads like a truism, but is seldom recognized as such by many who teach.

"Teaching makes the teacher. Teaching is a boomerang that never fails to come back to the hand that threw it. Of teaching it is true, perhaps, that it is more blessed to give than receive and it also has more effect. Between good teaching and bad there is a great difference, where students are concerned, but none in this, that its most pronounced effect is upon the teacher. Teaching does something to those who teach."

All quotations in this flyer come from Willard W. Waller: On the Family, Education and War edited by William J. Goode, F. F. Furstenberg, Jr., and Larry R. Mitchell. Chicago: University of Chicago Press, 1970.

BIOGRAPHY

Willard Waller (1899-1945) received his Ph.D. from the University of Chicago (1925). He was Associate Professor at Barnard College, Columbia University (1937-1945) having taught earlier at Pennsylvania State University and the University of Nebraska. His major publications in the area of education include Sociology of Teaching (1932 with a 1965 reissue)--Sarane S. Boocock in An Introduction to the Sociology of Learning writes of this volume that "...after thirty-five years still the most vivid presentation of the social structure of schools"(1972: 127); other works in education include A Study of Student Life (1935), Personality Changes in Practice Teachers (1936). Waller's text The Family: A Dynamic Interpretation (1938) was the first family text with a coherent theoretical framework. He also wrote in the area of military sociology: The War and the Family (1940) and War in the Twentieth Century (1940), and published on several topics in articles in AJS, ASR, and elsewhere.